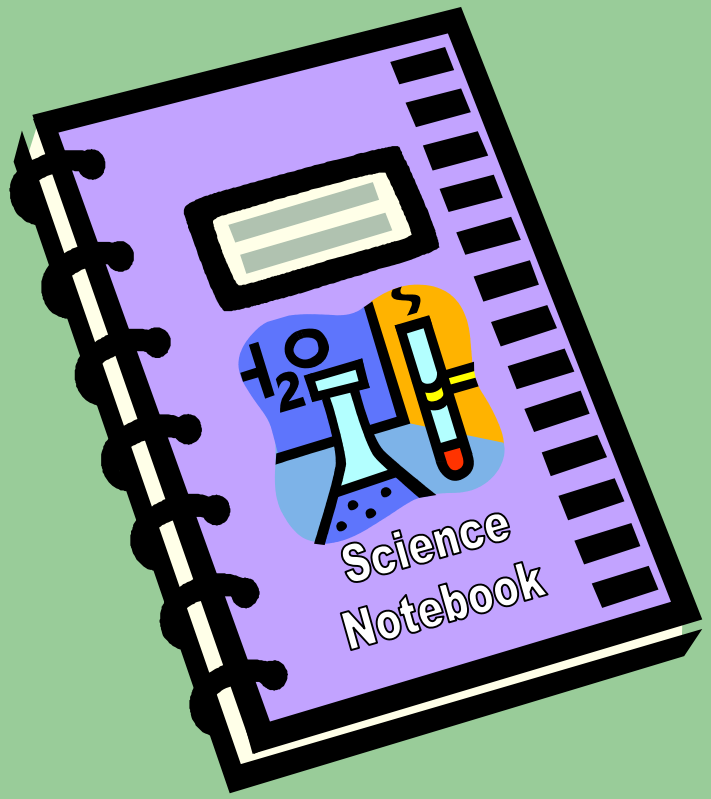
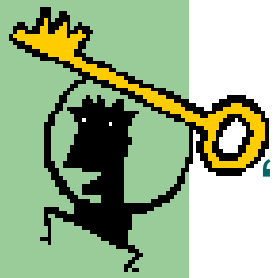
SCIENCE INTERACTIVE NOTEBOOK





"Your Key To Success in Science"

Have you ever heard yourself say.

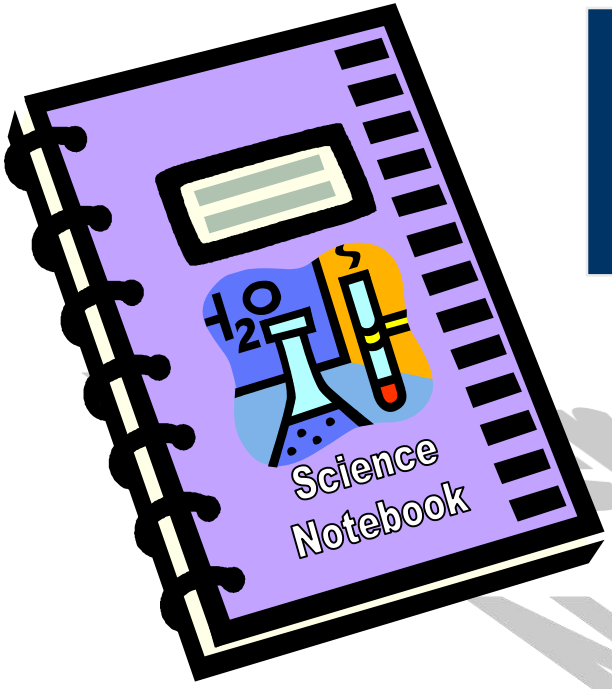
I can't find my . . .
notes, homework, old quizzes . . .

I can't remember what
we did in class yesterday.

I'm sure its in . . .
my locker . . .
my book bag . . .
my room . . .

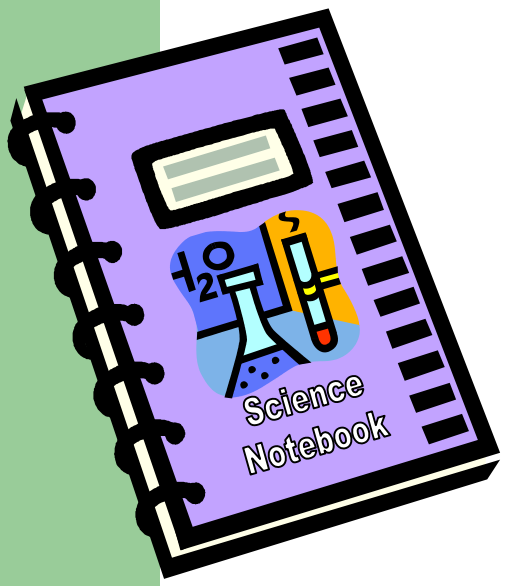
I was absent last week, did I miss anything?

Well Here's Your Answer..



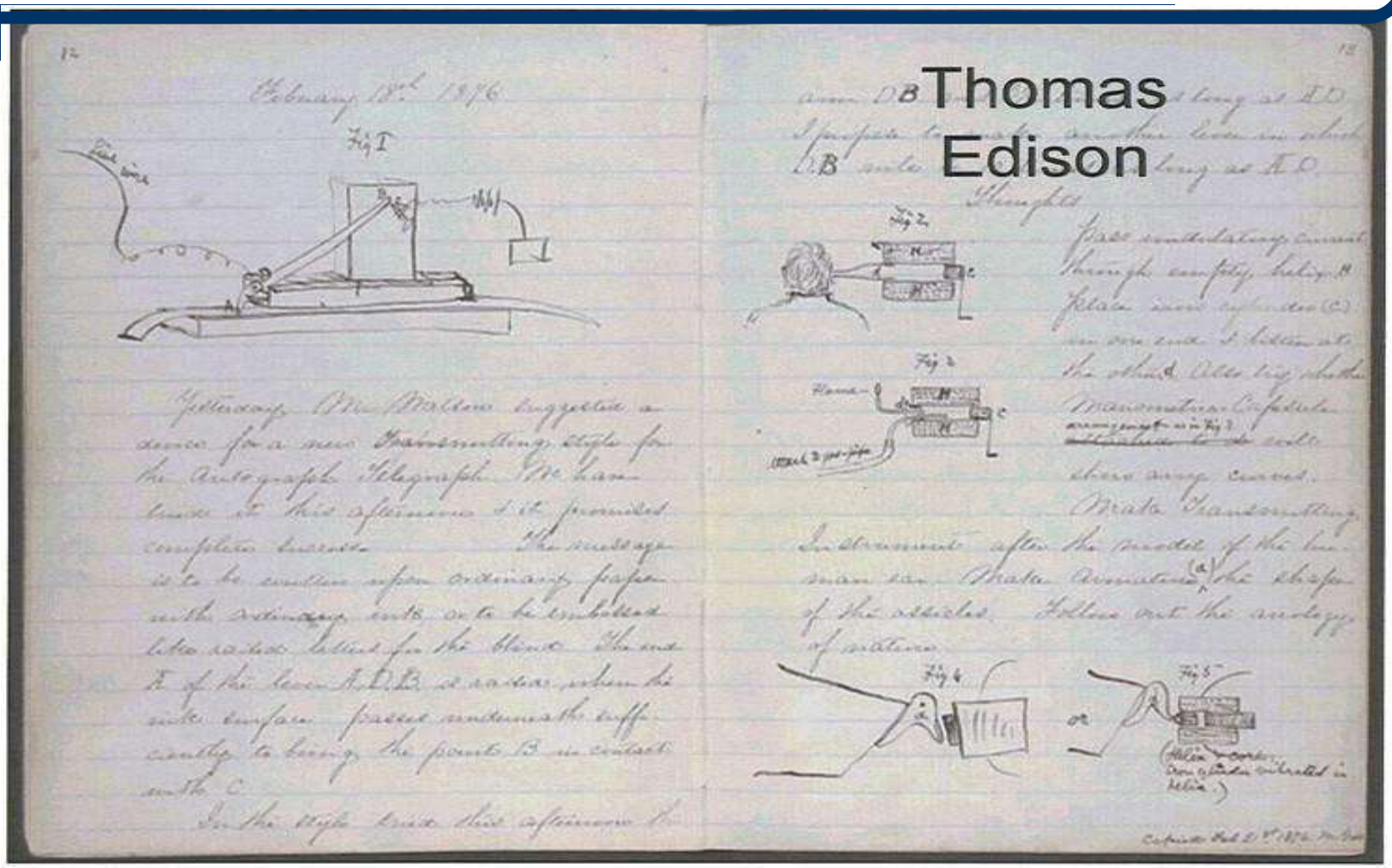
Interactive Notebook

What is An Interactive Notebook



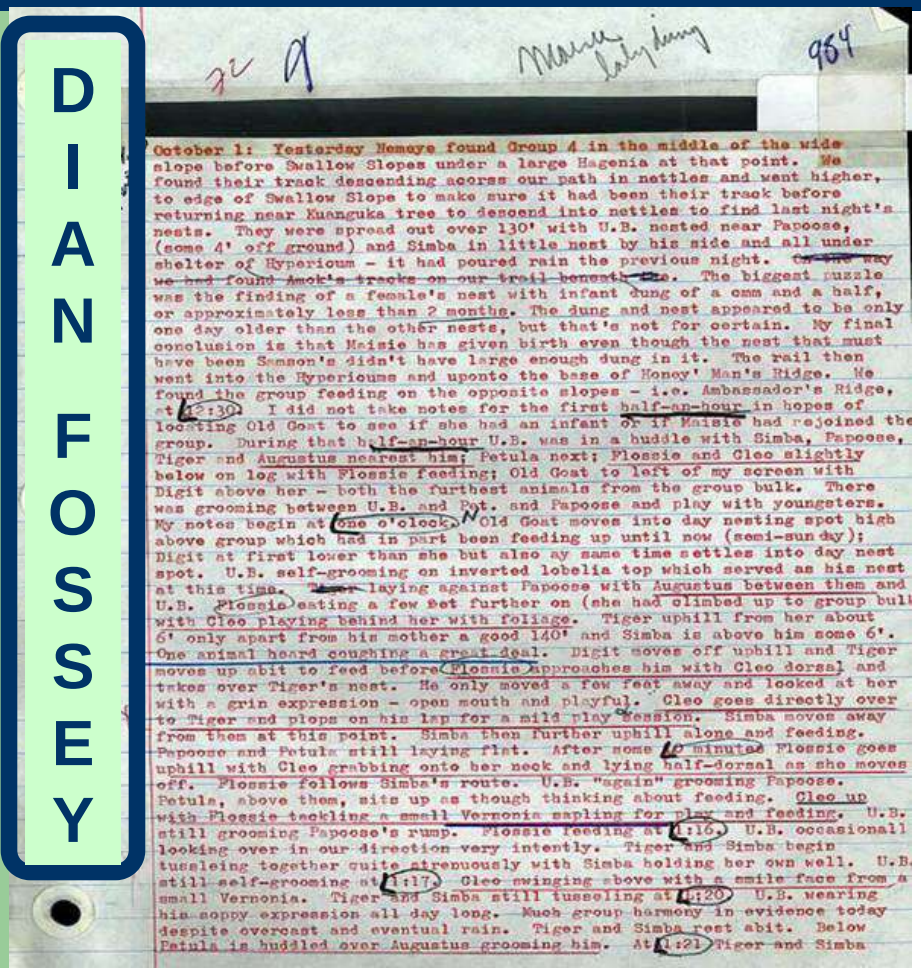
- A interactive notebook (INB) your own personalized **DIARY of learning about science**
- A portfolio of your work in **ONE convenient spot**. This is **great for studying for upcoming quizzes & test**
- A great **ORGANIZATIONAL tool** that gives you permission to be **PLAYFUL AND CREATIVE** in your responses without "messing up" your notes.
- Allows you to be like a **REAL SCIENTIST**!

Real Scientist Use Notebooks



Real Scientist Use Notebooks

DIAN FOSSEY



October 1: Yesterday Nemoye found Group 4 in the middle of the wide slope before Swallow Slopes under a large Hagenia at that point. We found their track descending acorss our path in nettles and went higher, to edge of Swallow Slope to make sure it had been their track before returning near Kuanguka tree to descend into nettles to find last night's nests. They were spread out over 130' with U.B. nested near Papoose, (some 4' off ground) and Simba in little nest by his side and all under shelter of Hyperioum - it had poured rain the previous night. ~~On the way we had found Amok's tracks on our trail beneath Ge.~~ The biggest puzzle was the finding of a female's nest with infant dung of a cmm and a half, or approximately less than 2 months. The dung and nest appeared to be only one day older than the other nests, but that's not for certain. My final conclusion is that Maisie has given birth even though the nest that must have been Samson's didn't have large enough dung in it. The rail then went into the Hyperioums and uponto the base of Honey' Man's Ridge. We found the group feeding on the opposite slopes - i.e. Ambassador's Ridge, at 12:30. I did not take notes for the first half-an-hour in hopes of locating Old Goat to see if she had an infant or if Maisie had rejoined the group. During that half-an-hour U.B. was in a huddle with Simba, Papoose, Tiger and Augustus nearest him; Petula next; Flossie and Cleo slightly below on log with Flossie feeding; Old Goat to left of my screen with Digit above her - both the furthest animals from the group bulk. There was grooming between U.B. and Pet. and Papoose and play with youngsters. My notes begin at one o'clock. Old Goat moves into day nesting spot high above group which had in part been feeding up until now (semi-sunday); Digit at first lower than she but also ay same time settles into day nest spot. U.B. self-grooming on inverted lobelia top which served as his nest at this time. ~~Pet~~ laying against Papoose with Augustus between them and U.B. Flossie eating a few feet further on (she had climbed up to group bull with Cleo playing behind her with foliage. Tiger uphill from her about 6' only apart from his mother a good 140' and Simba is above him some 6'. One animal heard coughing a great deal. Digit moves off uphill and Tiger moves up abit to feed before Flossie approaches him with Cleo dorsal and takes over Tiger's nest. He only moved a few feet away and looked at her with a grin expression - open mouth and playful. Cleo goes directly over to Tiger and plops on his lap for a mild play session. Simba moves away from them at this point. Simba then further uphill alone and feeding. Papoose and Petula still laying flat. After some 10 minutes Flossie goes uphill with Cleo grabbing onto her neck and lying half-dorsal as she moves off. Flossie follows Simba's route. U.B. "again" grooming Papoose. Petula, above them, sits up as though thinking about feeding. Cleo up with Flossie tackling a small Vernonia sapling for play and feeding. U.B. still grooming Papoose's rump. Flossie feeding at 1:16. U.B. occasionall looking over in our direction very intently. Tiger and Simba begin tussleing together quite strenuously with Simba holding her own well. U.B. still self-grooming at 1:17. Cleo swinging above with a smile face from a small Vernonia. Tiger and Simba still tusseling at 1:20. U.B. wearing his soppy expression all day long. Much group harmony in evidence today despite overcast and eventual rain. Tiger and Simba rest abit. Below Petula is huddled over Augustus grooming him. At 1:21 Tiger and Simba

LEO DIVINCI

The notebook is divided into TWO sections.

Left Side-Right Side: WHICH SIDE?

- The **Left SIDE** "**LOVES**" **student work**. This is the side that you can use to show me your **creativity**. **This is the "output" or product side.**
- The Right side is "**RESTRICTED**" and contains only **information given by Mrs. Talley**. **Nothing else should be placed on the RIGHT SIDE**!!

The notebook is divided into TWO sections.

LEFT side "loves" **STUDENT** work = **OUTPUT**

RIGHT side is "restricted" to **TEACHER INPUT**

WARMUP #1 Fill in the missing word.

Decomposer Producer Consumer

Plants are ____. Lions, tigers, and bears are ____. Worms and mushrooms are____

A food web is made up of several linked food chains. The energy source flows through all the parts of the food web.

4.5c

Flow of energy through food webs

All organisms are part of a food web. Several food chains, which are linked, make up a food web. A food chain identifies the roles organisms use to get the food they need to survive. The sun, which is the source of energy, is the start of food chains. Food chains also contain producers, consumers, and decomposers. A producer is a plant. Plants use sunlight to make food. The greatest amount of energy in a community is in the producers. Primary, first-level, consumers are animals that eat plants. Secondary, second-level consumers, eat an animal for their food source. You have heard these called herbivores, carnivores, and omnivores. Do you remember the difference? Decomposers are organisms that break down wastes and dead plants or animals. The sun's energy cycles through ecosystems from producers through consumers and back into the nutrient pool through decomposers.

① eat plants ② eat animals ③ eat both

For example, a simple food chain might be the sun, grass, mouse, fox, and maggots. In this food chain what is the producer? What is the decomposer? What is the source of energy? This food chain is part of a larger food web. Can you see that changing the mouse to a rabbit makes a different food chain but in the same food web? What other chains in this food web could we create? Can you identify which are primary/secondary consumers, producers, and decomposers?

#2

LEFT SIDE: YOUR SIDE

- The **LEFT SIDE** belongs to you.
- It contains your creative **INTERPRETATION** of what you learned in the day's activity (**LIGHTBULB**). On this page you may include **diagrams, cartoons, drawings, poems, foldables**, etc. **Let your CREATIVITY go wild!**

EVEN PAGES = 2,4,6,8,10…YOU GOT IT..

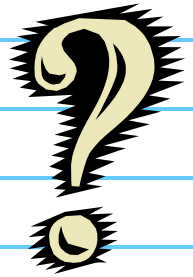
WARMUP #1 Fill in the missing word.
Decomposers Producers Consumers

Plants are _____. Lions, tigers, and bears are _____. Worms and mushrooms are_____

Example of student interpretation of the **DAY'S ACTIVITY** placed on the **LEFT** side of the notebook

INCLUDES:

- ❑**WARM-UP**
- ❑ **DAY'S ACTIVITY**



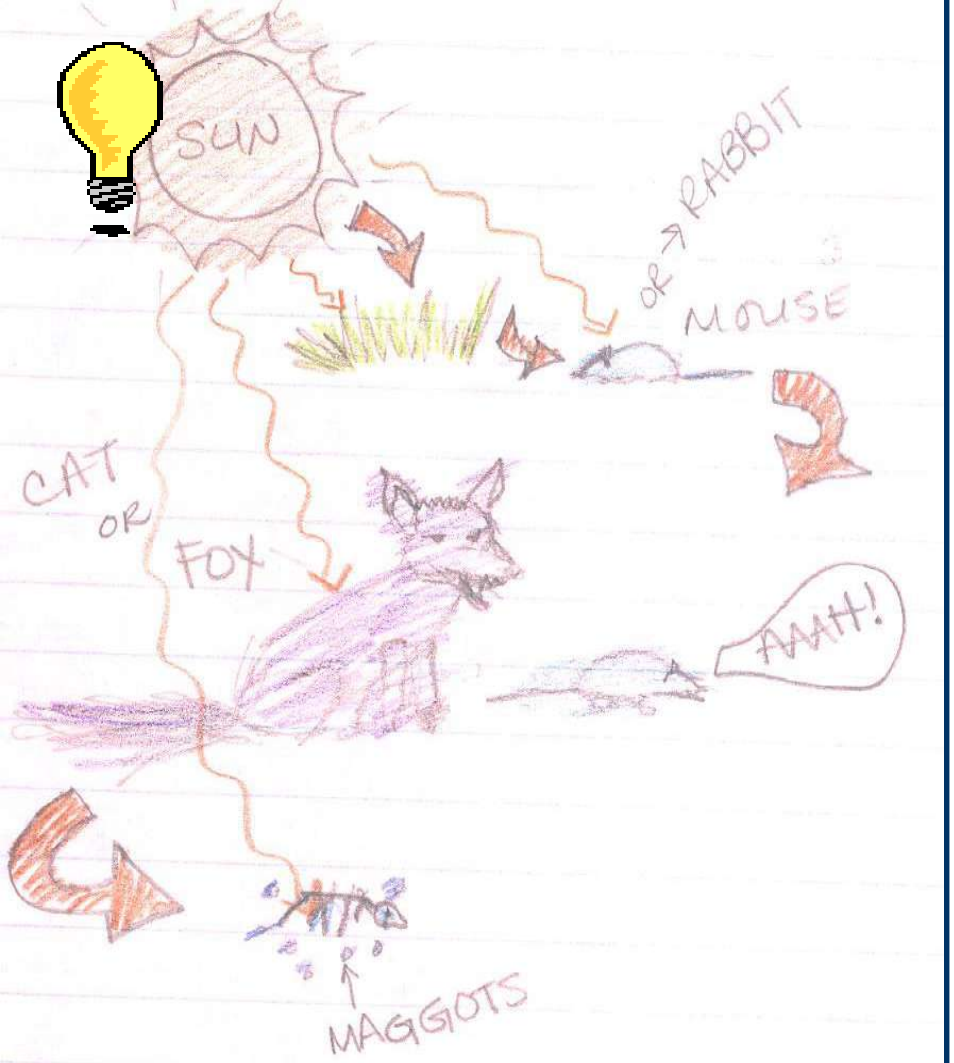
WARM-UP #1

Fill in the missing word.

Decomposer Producers Consumers

Plants are _____. Lions, tigers, and bears are _____. Worms and mushrooms are_____

This “warm-up” is either on the whiteboard or on Powerpoint. It acts as a review before the start of class and should be completed within the first FIVE minutes of class. This is **INPUT given by the teacher**; therefore, it is written on the **RIGHT** side and completed by the student.



A food web is made up of several linked food chains. The energy source flows through all the parts of the food web.

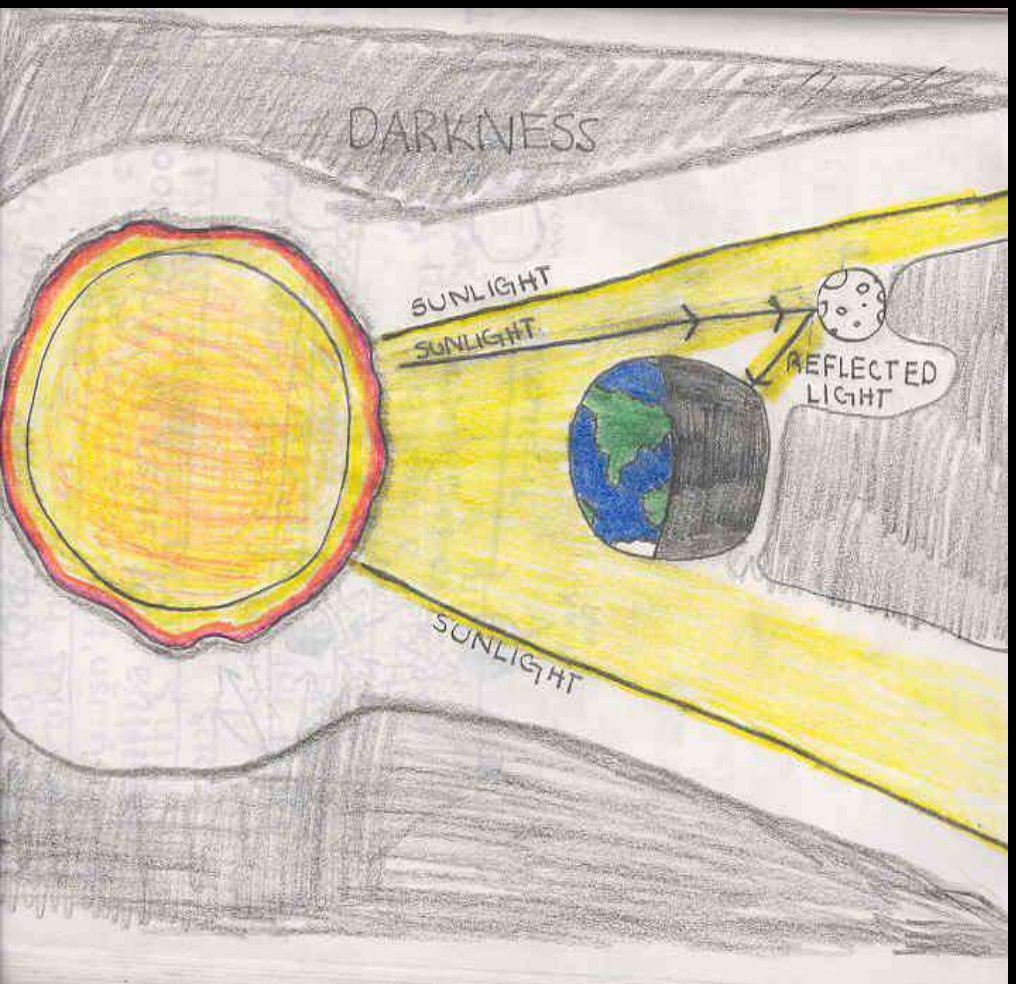
LEFT SIDE

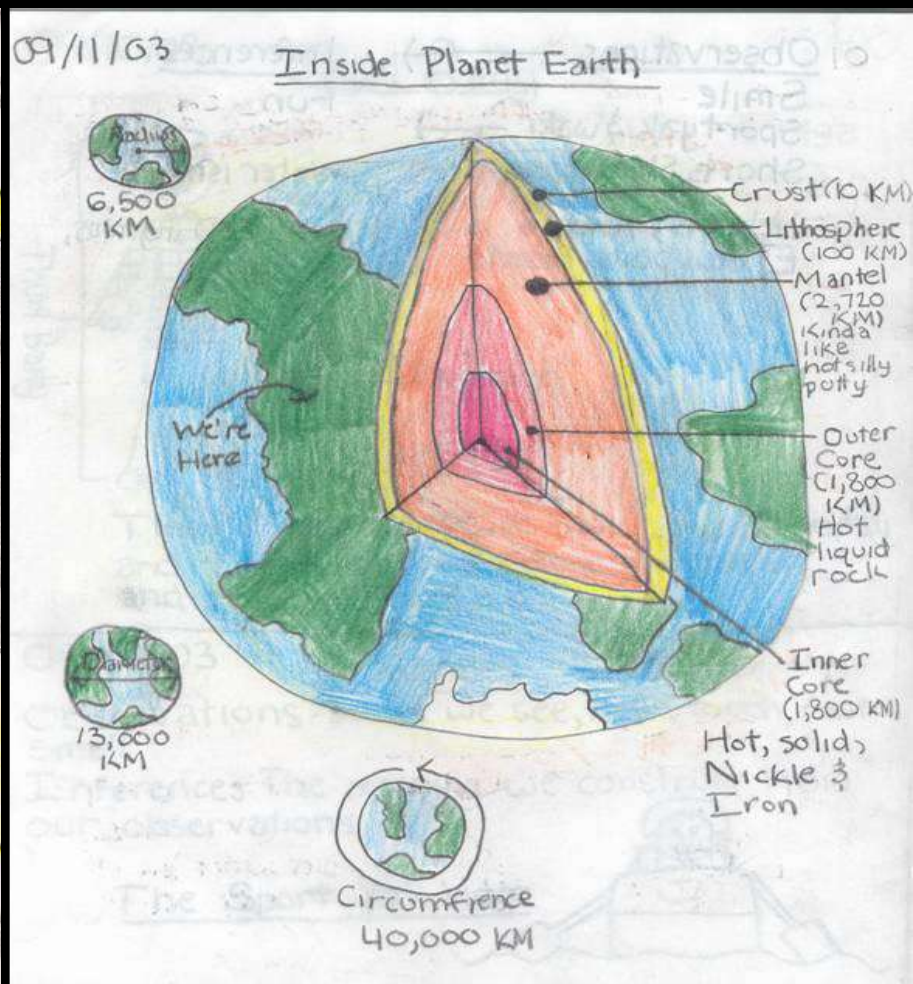
The day's activity is placed on the **LEFT or OUTPUT** side of the notebook. This is indicated with a **yellow light bulb** icon symbolizing that this is how the input makes sense to the student. This section acts as a **reinforcement** for the **RIGHT or INPUT side** and is the student's interpretation of what the **WARMUP** means to him/her. **This side entails hands on, tactile learning**

Examples of Left Side Assignments

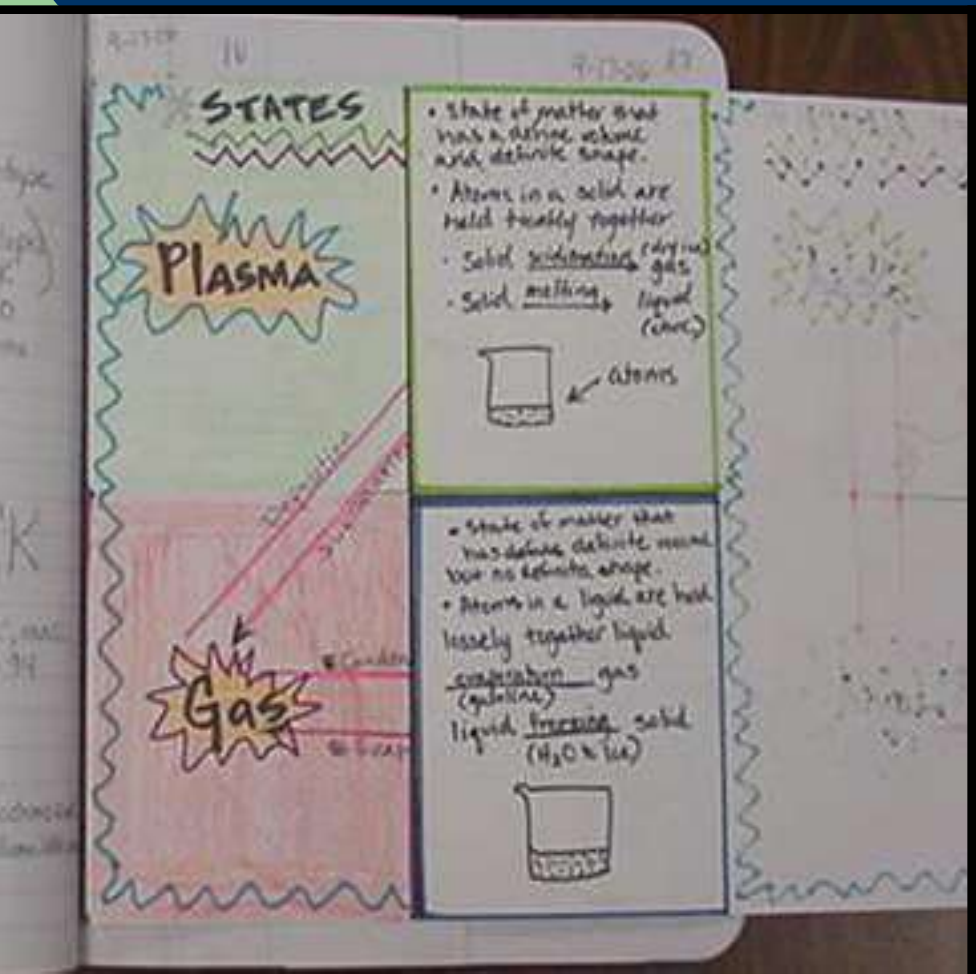
- Science Warm-Ups
- Graphic Organizers
- Drawings/Illustrations
- Poems, Rap Songs
- Cartoons/Comics
- Lab Analysis
- Teach Your Parent

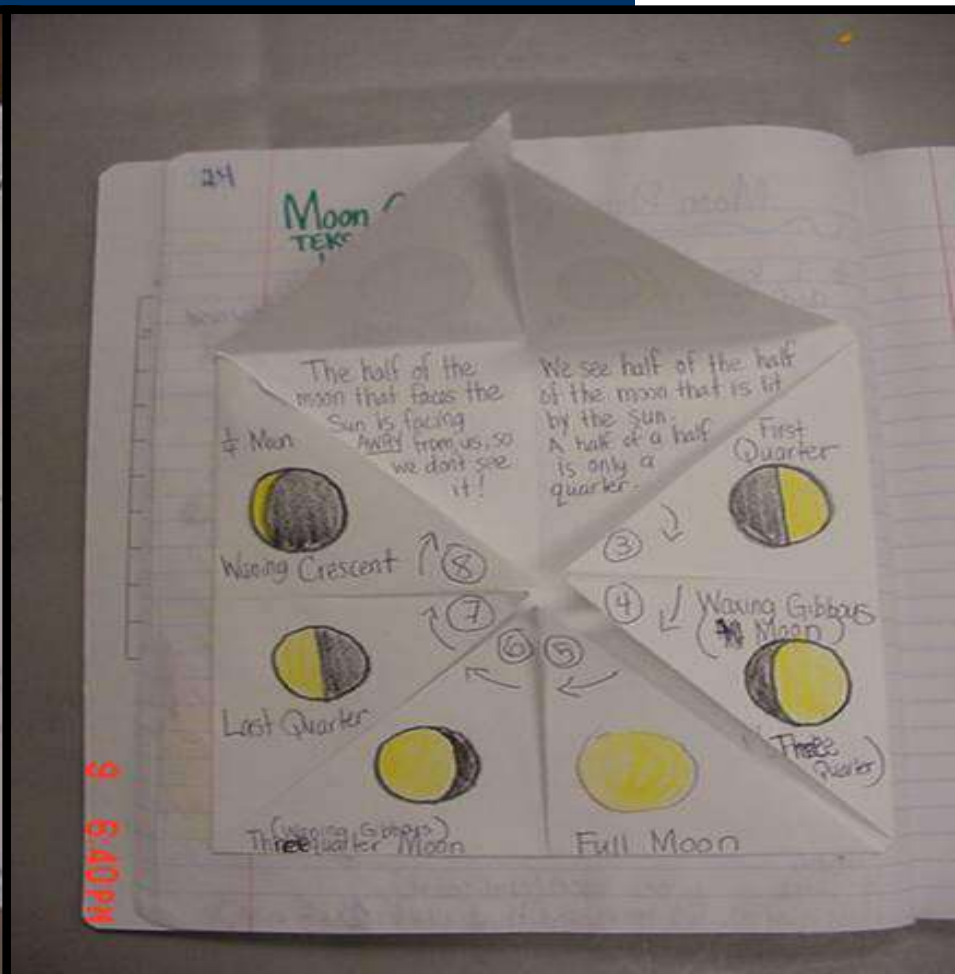
DRAWINGS/ILLUSTRATIONS



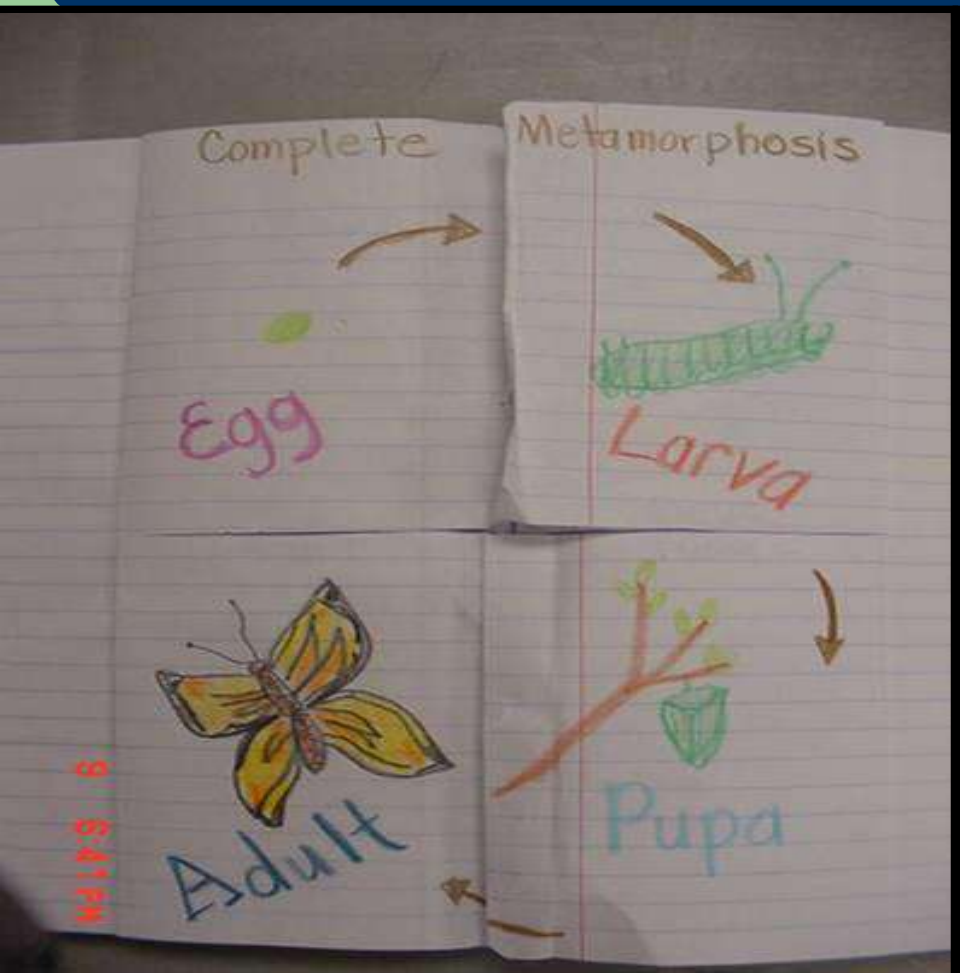


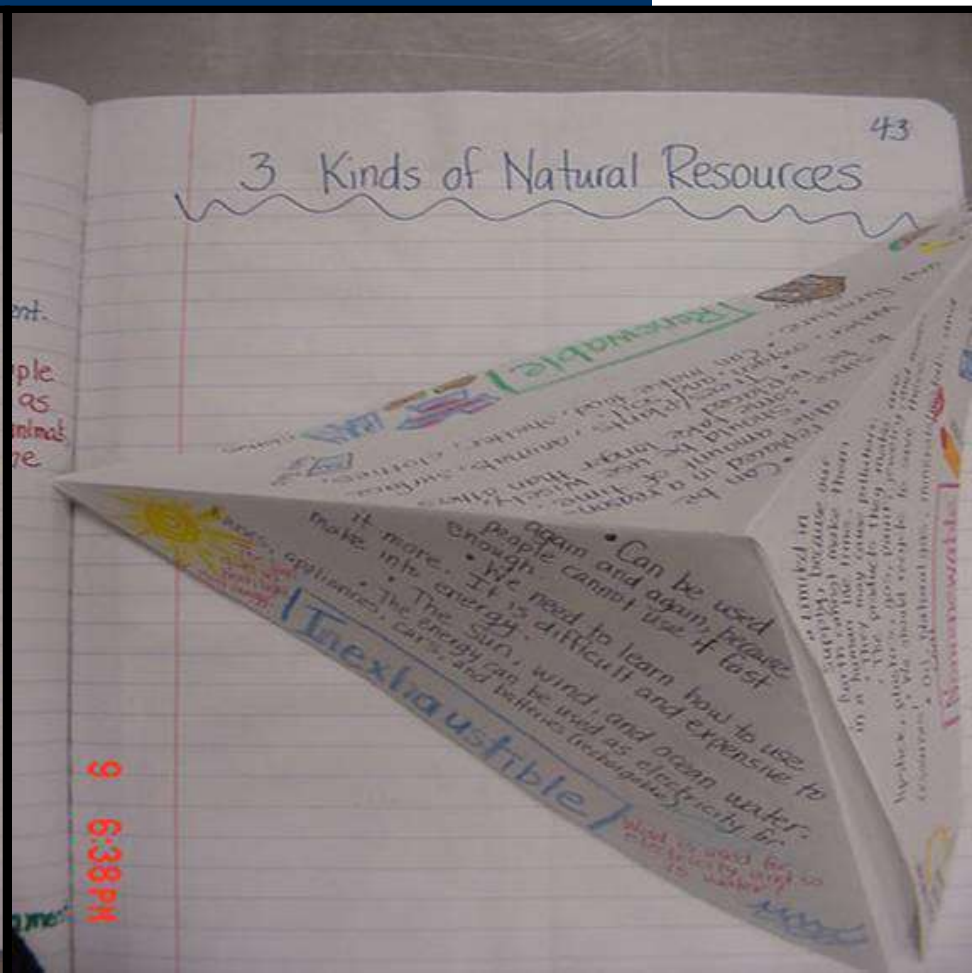
FOLDABLES


STATES
Plasma
Gas
• State of matter that has a definite volume and definite shape.
• Atoms in a solid are held tightly together
- Solid sublimation gas
- Solid melting liquid
atoms
• State of matter that has definite volume but no definite shape.
• Atoms in a liquid are held loosely together liquid
evaporation gas
liquid freezing solid
(H2O ice)

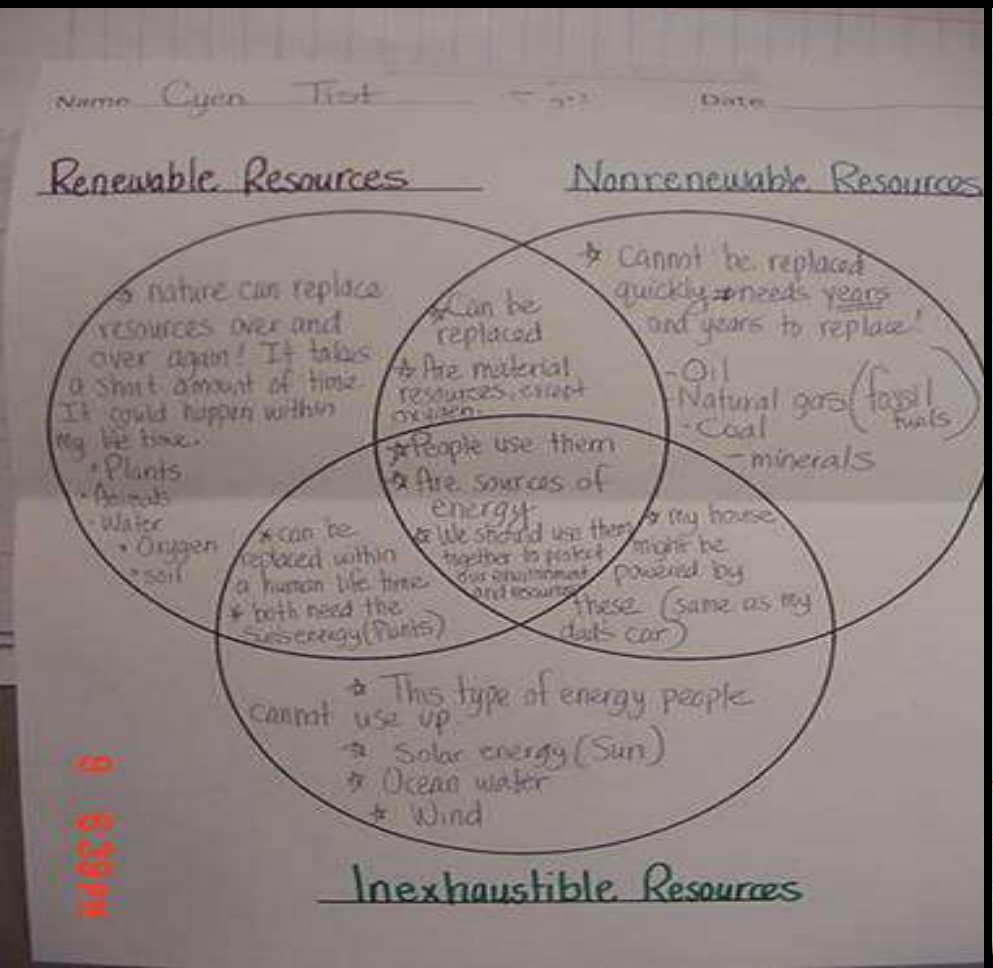

Moon
The half of the moon that faces the Sun is facing away from us, so we don't see it!
We see half of the half of the moon that is lit by the Sun. A half of a half is only a quarter.
New Moon
First Quarter
Waxing Crescent
Waxing Gibbous
Last Quarter
Three Quarter Moon
Full Moon

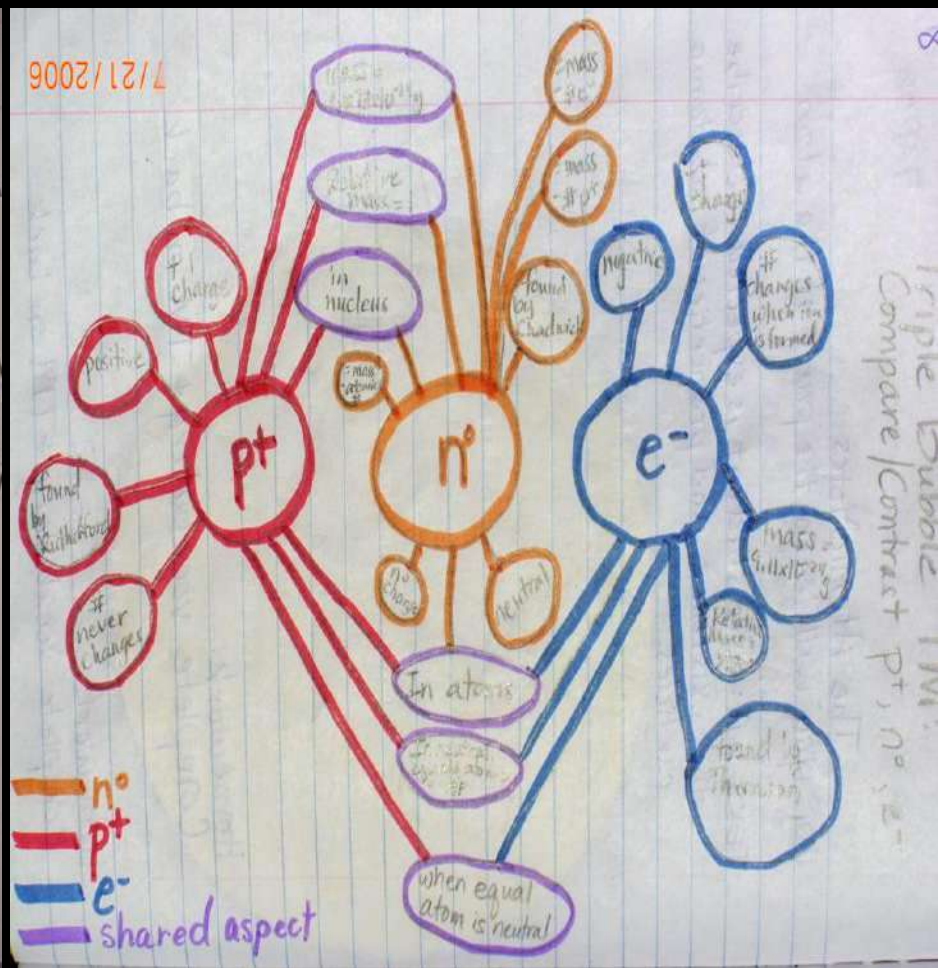
FOLDABLES


Complete
Metamorphosis
Egg
Larva
Pupa
Adult

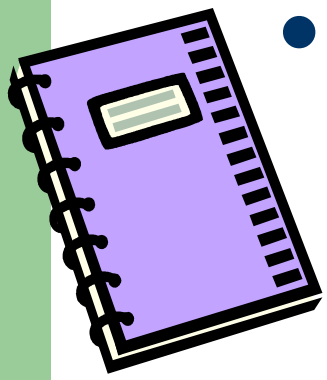

43
3 Kinds of Natural Resources
Renewable
Can be used again and again, because people cannot use it fast enough.
We need to learn how to use it more. It is difficult and expensive to make into energy.
The sun, wind, and ocean water can be used as electricity by
Nonrenewable
Inexhaustible

GRAPHIC ORGANIZERS





RIGHT SIDE: MY SIDE

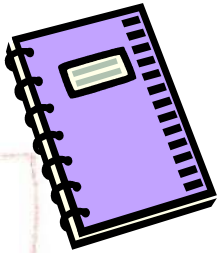


- The **RIGHT SIDE** belongs to me and should only contain **information given or "input" from Mrs. Talley**. Nothing else should be placed on this page!
- The **RIGHT SIDE** contains the **notepad icon** and will contain all the **TESTABLE material**.

Odd Pages = 1,3,5,7,9..YOU KNOW IT.

RIGHT SIDE

The **RIGHT** side of the notebook contains information given to you by Mrs. Talley. It has a **purple** notepad in the corner. This is the **ESSENTIAL** information that will DEFINITELY be on a quiz or test. Nothing else should go on this side.



4.5c

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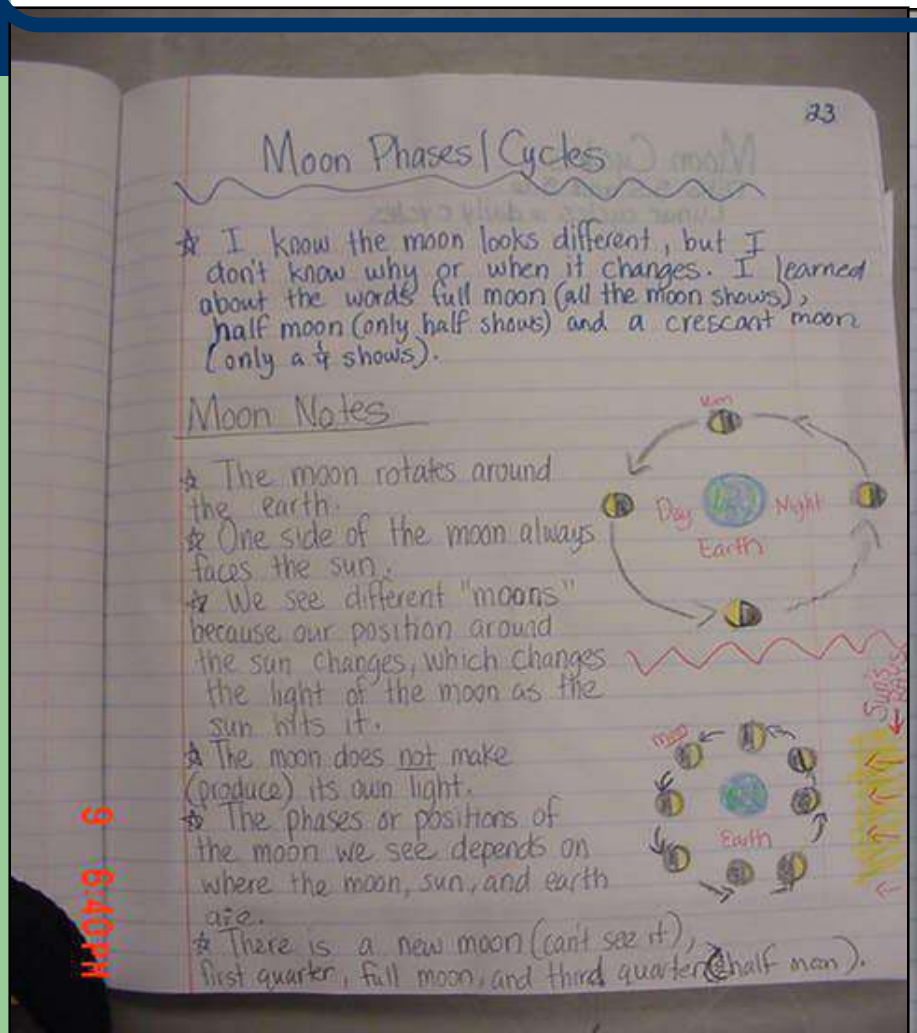
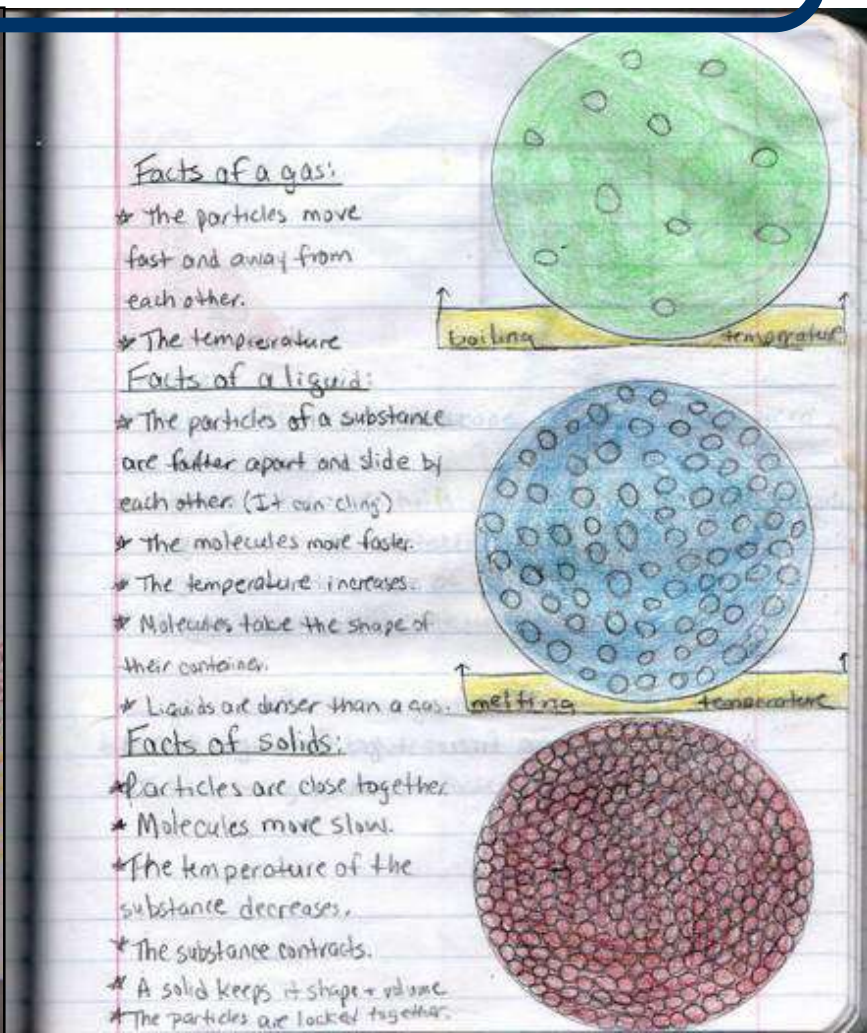
#2

Example of Right Side "Input"

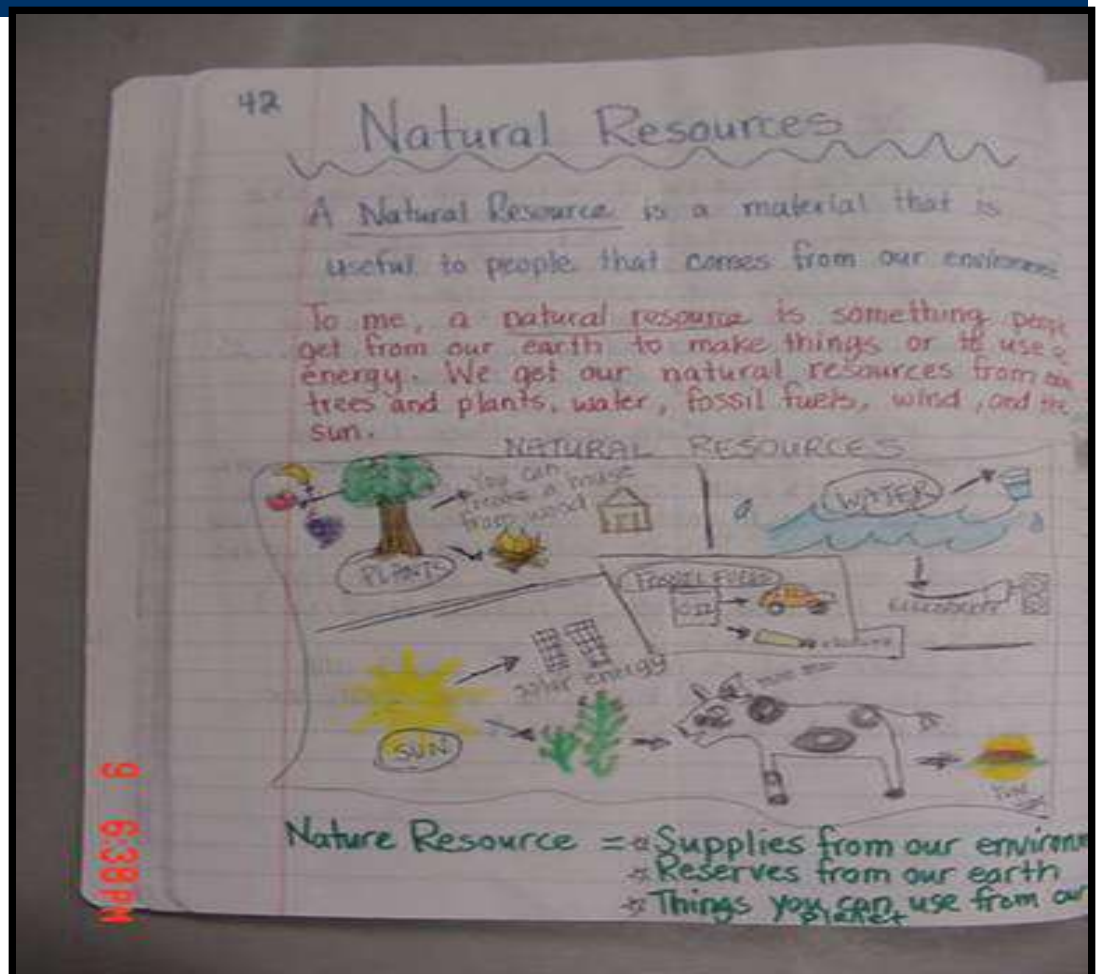
- Notes from
  - Teacher guided Powerpoint notes
  - Movie/Video
  - Article Readings
- Vocabulary words
- Lab procedures
- Study Guides

Example of Right Side "Input"





Example of Right Side "Input"



What Students Are Saying About INBs

- “INB's are easy to do and worth a lot of points, so take time and effort to do them well.“
- "Always update your table of contents so papers don't get messed up - or in case of an INB check.“
- "An INB is a great tool, keep it organized!“
- "You have to spend quality time on your INB.“
- "Don't leave your INB until the last day, otherwise you may be up to the early morning hours finishing assignments.“
- "Color-code things. It looks so much better that way”
- "Keep it in order, because you never know when a notebook check might come up.“
- "Do not save your INB until the last minute. Remember, it counts as much as a test."

Science Notebook Supplies

5-SUBJECT Spiral Notebook

Scissors

Glue or glue stick

Erasable pens & pencils

Markers

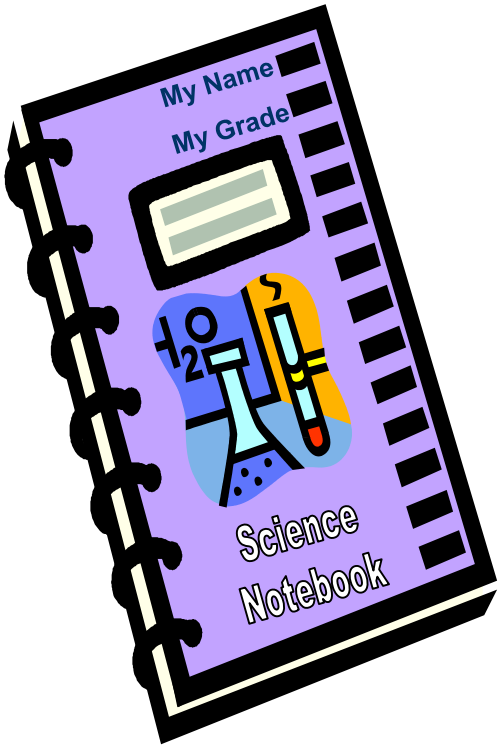
HIGHLIGHTER

colored pencils and Crayons

Getting Started: Step 1

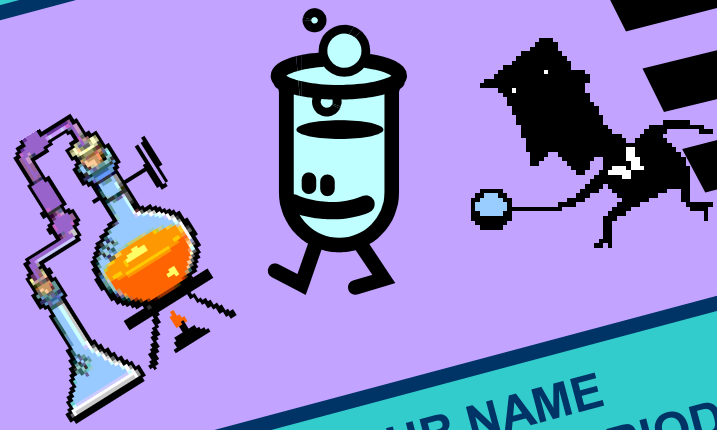
On the first page in your notebook, please write the following:

- **The name of the course:**
  - **My Adventures in 6th Grade Earth Science**
- **The words: Interactive Science Notebook**
- **The class period that you have science:**
  - **Period 2, for example**
- **The school year: 2015 – 2016**
- **Your "awesome" teacher: Mrs. Talley**
- **Your name:** (self explanatory)
- **TWO OR MORE SCIENCE PICTURES:**



MY ADVENTURES IN SCIENCE

INTERACTIVE SCIENCE NOTEBOOK



YOUR NAME
YOUR CLASS PERIOD
Mrs. Talley
2015-2016

STEP 2

- Starting with the 1st page, number the first 20 pages. The 1st page is 1. Numbers should be small and at the top outside corner of every page.

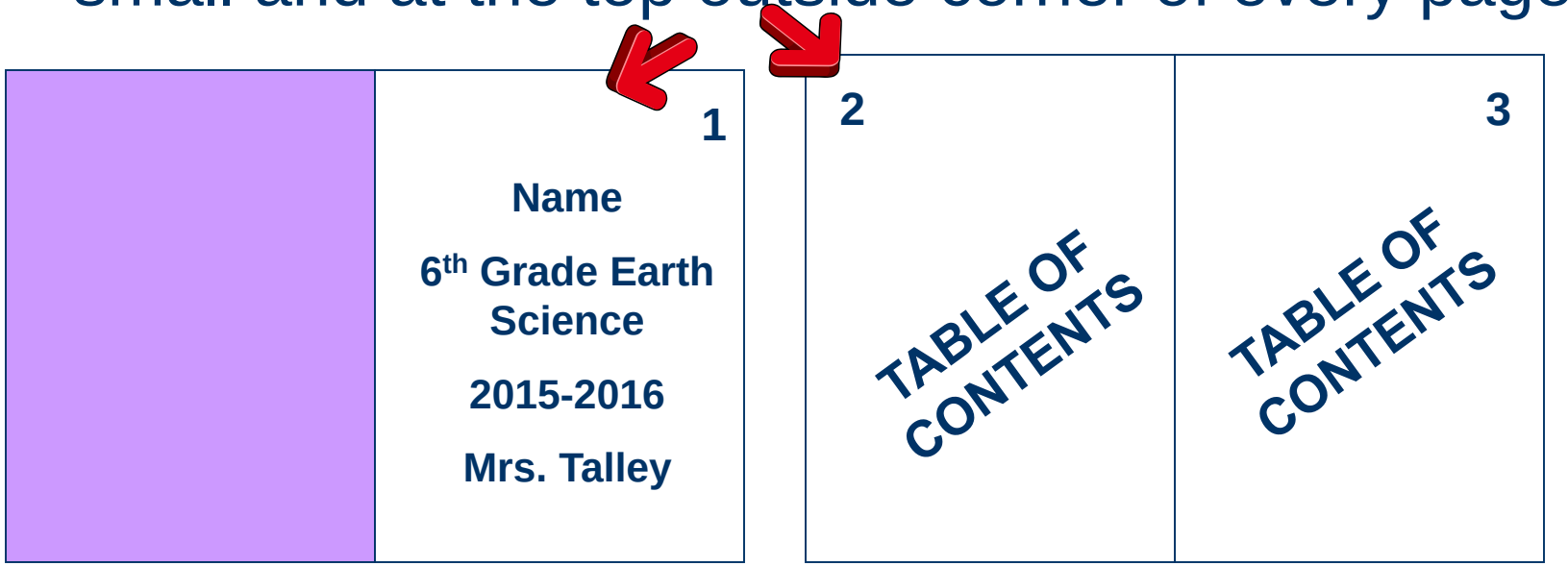


TABLE OF CONTENTS

LEFT SIDE: STUDENT OUTPUT **RIGHT SIDE: TEACHER INPUT**

Date	Title of OUTPUT	Page #	Grade
	Class Syllabus	4	N/A
	Lab Report Format	6	N/A
	Think Like a Scientist	8	N/A
	Science Glyph	10	
	My 1st Output Interview	12	

Date	Title of INPUT	Page #	Grade
	Science Interactive Notebook Check	5	N/A
	Lab Safety Rules	7	N/A
	Earth Science Root Words	9	N/A
	Lab Roles	11	
	Importance of Goal Setting	13	

STEP 3

- At the top of **PAGES 4-7,** write the titles of each page. Cut and glue the handouts on the correct titled page.

4	5
Class Syllabus	Science INB Rubric

6	7
Lab Report Format	Lab Safety Rules

STEP 4

On page 10-11, you will practice completing a teacher **input** and creating a student **output.**

8 Think Like a Scientist How will I use the guidelines to help me be successful?	9 Earth Science Root Words
10 Science Glyph	11 Roles in a Lab

STEP 5

12 1st Output	13 The Importance of Goal Setting
14 Branches of Earth Science Output	15 What is Earth Science? Reading Comprehension

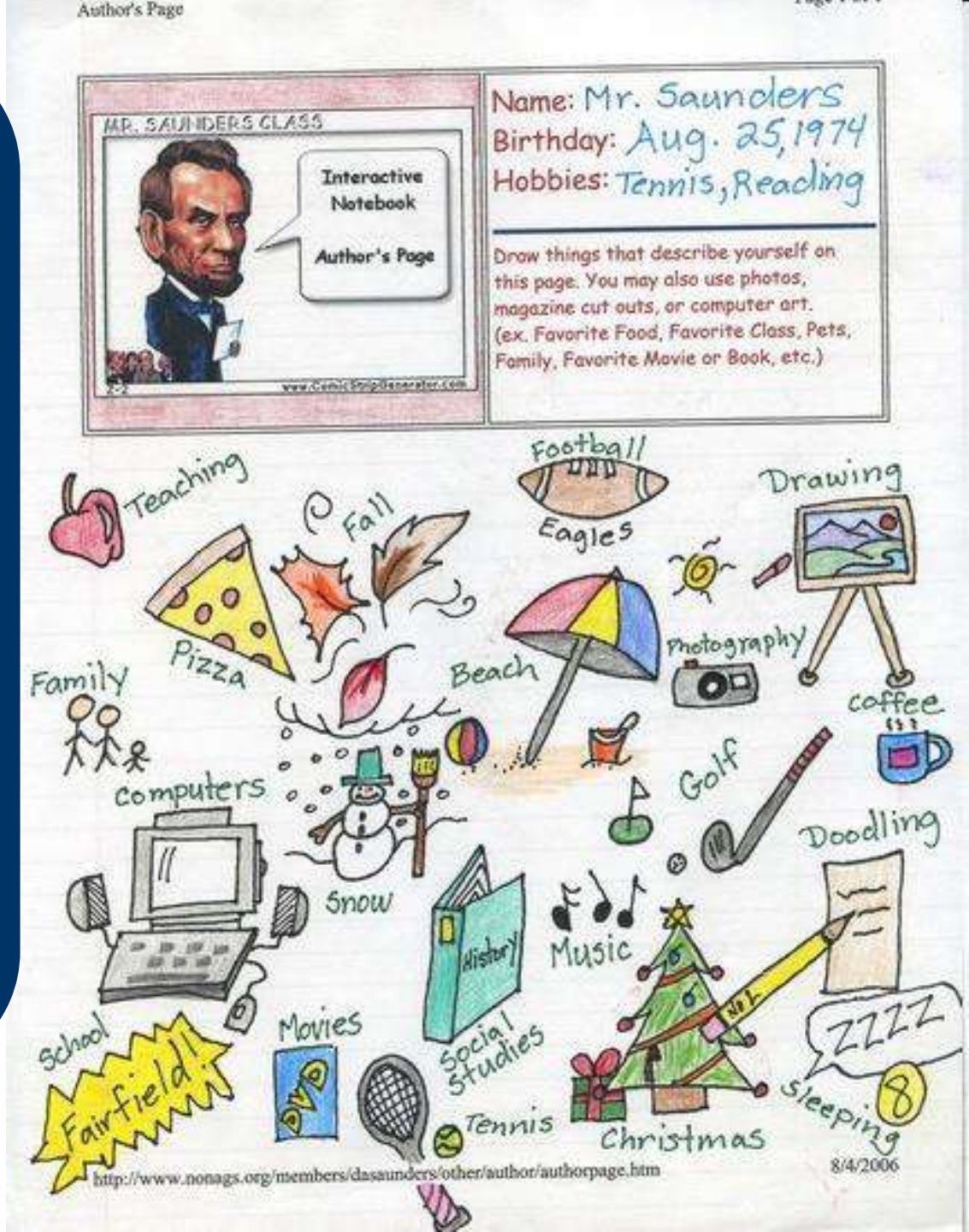
STEP 6

16 Safety in the Lab Questions	17 Safety in the Lab Reading Comprehension	18 Pre and Post-test Scores for Science Assessments	19 Science Classroom Rules and Expectations

STEP 7

20 Vocabulary Quiz Week #1	21 Vocabulary Words Week #2	22 COMIC-E Questions	23 Science Process Skills and Notes

Sample Interview Output Page



NOTEBOOK RULES..

- No **RIPPED OUT** pages or torn corners
- No **DOODLING** that doesn't relate to science
- Notebook should only be used for **SCIENCE CLASS ONLY**
- **DATE AND NUMBER** each page
- All entries must go into the **Table of Contents**
- BE **COLORFUL & LOVE** YOUR NOTEBOOK

WE ARE READY!